

## **Exhibit 67**

**Governor's Schools - Diversity/Equity/Inclusion Group**

08.07.20 | 11:00 am - 12:30 pm

**Notes**

- Gecker opens meeting
  - Trying to move to resolution
- Secretary Qarni
  - Going over some data
    - 63,000 Students in all Gov. Schools in Virginia
      - 40% are in Maggie Walker and TJ
    - 1.2 Million Students in Virginia overall
    - 16 Million for combined for the 19 Gov Schools
      - 40% of the budget
  - Keep this work group focused on admissions process
    - Improving pipeline and summer prep programs is still in the plan but later on
- Delegate Bulova – 16 million state share in Gov Schools
  - Is this more than they would have normally got? What is the Delta?
  - Qarni – Bolling would know exact numbers
  - Bolling – 16 Mil is for all 19 programs
    - MW and TJ get the most ( about 2-3 Mil)
    - 40% state and 60% local
    - Each student slot is paid by the state gov.
  - Lowerre (MW) – its more like 25% from the state (2.3 Mil)
    - \$7400 per student from the contributing district
    - \$ 8.5 Mil total budget annually (2.3 comes from the state)
  - Bonitatibus – Similar at TJ
    - Fairfax has a formula for funding that is used in all schools
    - Then Gov School funding
      - % goes to Teachers above the Fairfax formula
        - Specialized teachers
      - Any left goes to materials/ instruction
        - Above and beyond the base formula
      - District keeps some for overall operating costs for Gov. Schools
    - Funding is almost like a grant for TJ
      - Similar to Title 1
  - Qarni- 16 mil is an add on to the Gov. Schools
- Bolling
  - Presents Options
    - Option 1
      - Criteria-Bases Lottery with SES Weights
    - Option 2

- Percent Plan and Criteria-Bases Lottery with SES Weights
- We will only do as good at our applicant pool
  - Changes in Division Practices (Gifted Identification and Services; specific to governor's schools)
    - Councilors and teachers pushing students to apply and recommending them for the program.
- Qarni –
  - Guzman - about race and ethnicity not being considered.
    - Constitutional issues- legal barriers?
    - SES if done right can help with race and ethnicity.
    - Schools can no longer look at race of a student to put them into a school.
    - Race neutral based on the legal issues
  - Creighton - How is low income defined?
    - Based on free and reduced lunch. Snap
- Bolling – Example of SES lottery Weights
  - In year 1 they met all goals in diversity
  - Schools were reflected of applicant pool and region they serve
  - Gecker – How quickly can we get the applicant pool to represent the community?
  - Bolling – Would depend on school division.
  - Fohl – Defiantly going to be a process since these restrictions and admissions have been put in place for 10-20 years.
    - People are used to something; it's going to take a disruptive change.
    - What his district did to change the pipeline
      - 2 years ago – Totally threw out a weighted matrix on testing
        - Achievement test and aptitude test and grades
      - Funneling the pipeline
        - Talent cultivation opportunities for kg- 2<sup>nd</sup>
          - Develop common learning for all kids
          - Helps enrich at a young age
    - Chesterfield
      - Extending awareness and mentorship and cultivating of opportunity in elementary school
      - Building the student up from before 8<sup>th</sup> grade so they aren't shocked
    - Communication with the community
      - Let them know about the changes and opportunities
  - Lowerre – Richmond Public Schools
    - Looking at a model that will divide all slots to each middle school (attendance zone – Public or private)

- Fohl – Chestefiled has also looked into something like this
    - Division ranking and slots
    - Issue – any change they make has to be agreed on by each county. If one chooses not to then it won't make an impact.
- Gecker – Fohl do you have the chesterfield model?
  - Fohl – Yes, What it is and what it could be
    - Presents the CCPS proposed Selection Process
      - Develop School-level Selection List
      - Students decline – Waiting list
      - Remaining Slots – Division-level Selection List
- Guzman – Amount of Latinos that were accepted
  - Issues with outreach to the community
  - How are we going to get the information to them
  - Fohl – as a gifted director I've learned that its not always convenient to every audience
    - Sometimes we had a family dinner event or brought translators
    - Drive into the neighborhood to make it more accessible
    - Divisions need to take active steps to engage their communities
- Qarni – Where do you see the most positive outcome?
  - Bolling – Still looking into the date – too early to give an answer
  - Siegel-Hawley – both options move the needle but not enough
    - Eliminate the testing
- Tyler – considering eliminating the testing - What else would be considered?
  - Siegel-Hawley - 50% goes to testing, grades and then essay portion
  - Fohl – MW
    - 35% Standardized test, 50% Writing sample (Prompt that day) 15% recommendations 35% Students grades (Last semester of 7<sup>th</sup> and first semester of 8<sup>th</sup>)
    - Looking at changing the writing section
      - Evaluated for writing skill
      - Change to passion and experience – more holistic
        - More important than how well they write
- Jeremy – Works with TJ
  - 8 years ago, moved to a more holistic way
  - Staged approach
    - Grades and Test scores
    - Overall GPA
    - Then they move to round 2

- Teacher recommendations
  - Short Answer questions
  - Changed Essay
    - Problem solving essay
    - Solve a math or science problem in the essay
- Gecker – What would you change in the process so the student body looked like the community?
  - We have already changed a lot over the years but it not has made an overall change.
  - We have seen a change in the applicant pool
  - We do Outreach – recruitment
- Brabrand – The biggest barrier is the test
  - If we want to change, we need to decide if the test is going to stay a big part of the application
  - Are we willing to change this admission?
- Atkins - Research in Charlottesville
  - The purpose of these programs was to comply the minimum of Brown V. Board of education
  - The intent was to have as few brown kids as possible
  - Across the country this was happening
    - We will use an achievement test to restrict the amount of brown kids
      - The foundation is messed up
    - Is there a norm test that will help talent brown/black kids in the nation? Can we identify one?
- Keam
  - Understand the historical issue
    - Institutional discrimination
    - Test – like Poll test/literacy test
      - Excluding
      - Not an indication of the talents of students
  - Unethical ways that people push their kids into the school
    - Money, time and resources
    - Not even going to stay in America
      - Using this to get into IV league schools and then go back to their home country
- Qarni
  - End of Sept – Package for the Governor to consider
    - Model out the outcomes of both options to see the best
  - 2 Applicant pools to help diversity – open to this
  - Dismantle the program – not very open to this
    - Give them a chance for significant change
    - If nothing happens then we can look into dissolving

- Lucas – Great meeting, very motivating meeting
  - Thank you Atkins and Keys Gamma for the important reminders